DOCUMENT RESUME

ED 336 459 UD 028 213

AUTHOR Davidson, Mary E.; And Others
TITLE Monitoring Commission Response to the Annual Desegregation Review, 1983-84. Part I: Student Assignment Plan. Revised.
INSTITUTION Chicago Public Schools, IL. Monitoring Commission for Desegregation Implementation.
PUB DATE Jul 84
NOTE 69p.; For a complete set of Commission Reports, see UD 028 214-233.
PUB TYPE Legal/Legislative/Regulatory Materials (090) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; *Enrollment Trends; *Program Evaluation; *Racial Composition; Racial Integration; *School Desegregation; Urban Education
IDENTIFIERS *Chicago Public Schools IL

ABSTRACT

This report summarizes the response of a monitoring commission to the 1983-84 evaluation of the implementation of the Student Assignment Plan (SAP), that is part of a court-mandated school desegregation plan in Chicago (Illinois). Under the SAP, the Board of Education was required to ensure that all schools have at least 30 percent minority enrollment and that the school system achieve a desegregation index of at least 2.0 (the total enrollment in integrated and desegregated schools must be at least twice the number of white students available for such schools) by October 1983. A further requirement was that the stability of the integrated schools be maintained. The board achieved these objectives. The following major achievements are presented: (1) all but eight of the 32 schools that had at least 70 percent white enrollments prior to the SAP had enrollments that were at least 35 percent minority after SAP implementation; (2) the system desegregation index increased from 1.59 in 1981 to 2.15 in 1983; and (3) the number of stably integrated schools increased. Statistical data are presented in seven tables. A list of schools by Student Desegregation Plan category, a review of the text of the 1983-84 evaluation report, and comments on 102 of the designated schools referred to in the school-by-school analysis are appended. (FMW)

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Monitoring Commission for Desegregation Implementation

Commission Response to the Annual Desegregation Review, 1983-84 Part I: Student Assignment Plan

For the Subcommittee on Magnet Schools and Student Transfer Options

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July, 1984

Mary Davidson,
Commission Lead Consultant

Leon D. Finney, Jr.,
Commission Chairman

Ruth B. Love
General Superintendent of Schools
Chicago Public Schools

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Monitoring Commission Response
to the
Annual Desegregation Review, 1983-84
Part I: Student Assignment Plan

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I. INTRODUCTION

Set forth below is the response of the Chicago Board of Education's Monitoring Commission for Desegregation Implementation to the May, 1984, Annual Desegregation Review (ADR) of the Board's initiatives and activities in relation to the Student Assignment Plan.

II. BACKGROUND

Under the Consent Decree, entered into in September, 1980, between the United States Department of Justice and the Board of Education of the City of Chicago, the Board agreed to develop and implement a system-wide student desegregation plan. The Board adopted Part II of the Student Desegregation Plan in April, 1981, which contained the Student Assignment Principles, and provided definitions, policies, goals, and a timetable for student assignment efforts. The Comprehensive Student Assignment Plan was adopted in January, 1982.

Overall, the ADR "describes the Board's activities and initiatives related to student assignment implemented during the 1983-84 school year, analyzes the impact of those efforts and suggests changes, modifications or other initiatives which should be taken to maintain or ensure the Board's full compliance with the letter and spirit of the student assignment requirements of the Plan."

The principle major requirements placed on the Board under the Student Assignment Plan were:

(1) All schools must have at least 30 percent minority enrollment by October, 1983.

(2) The system must achieve a desegregation index of at least 2.0 by October, 1983.

(3) The stability of integrated schools must be maintained.

III. MAJOR ACHIEVEMENTS REPORTED

The ADR demonstrates that the Board has achieved those three main objectives of the Plan. Indeed, the Board has exceeded the Plan's minimum requirements.

The Board reports achieving the 30 percent minority enrollment goal in October, 1983. Prior to the Plan's inception, 32 Chicago public schools were at least 70 percent white. By 1983, all but eight designated schools were 35 percent or more minority. A list of schools by Plan category is presented in Appendix A.

The Board has met the Desegregation Index standard of 2.0. This means that the total enrollment in integrated and desegregated settings is at least two times the number of white students available for such schools. According to the ADR, the Desegregation Index was 1.58 in 1981, 1.92 in 1982, and 2.15 in 1983. Thus, the Desegregation Index has increased from 1.58 to more than 2.0.

The third major requirement was to maintain the stability of designated integrated schools. According to the Board, the number of Stably Integrated Schools has increased. It should be remembered, however, that the vast majority of the Chicago public schools were not scheduled for integration under the Consent Decree. These schools remain predominantly minority -- "racially identifiable schools."

IV. MONITORING COMMISSION'S OVERALL EVALUATION

The Commission has reviewed the ADR systematically. Overall, the Commission response is favorable. The ADR is well-organized, nearly always clearly written, and easily communicates the necessary data and other information.

A substantive section-by-section critique of the ADR text is presented in Appendix B. The Commission also has reviewed the Board's school-by-school analysis and, in general, agrees with it; still, comments on 102 schools are presented in Appendix C.

In the ADR, the Board of Education states its intention to maximize the number of designated schools with a meaningful tri-ethnic balance (see p. 125). Based on this statement the Monitoring Commission has analyzed each elementary school, focusing on the extent to which black and Hispanic children contribute reasonably similar proportions in the various schools. The findings in relation to this issue are presented by the categories that the Board of Education uses to classify its schools. Schools are considered "balanced" when either of the two major minority groups -- blacks and Hispanics -- is 10 percent or more of the total. Schools in which either the blacks or the Hispanics are less than 10 percent will be considered "unbalanced."

Five of the 42 Stably Integrated Schools listed in the ADR are balanced in proportions of black and Hispanic children while 37 are unbalanced with less than 10 percent of either black or Hispanic students. Among the Stably Integrated Schools, a "typical" unbalanced environment is approximately 49 percent white, 34 percent Hispanic, 8 percent black, and 9 percent other minorities. (See Table 1.)

Table 1

NUMBER AND PERCENTAGE OF STUDENTS IN STABLY INTEGRATED ELEMENTARY SCHOOLS BY TRI-ETHNIC BALANCE AND RACE, 1983-84

Race	Tri-Ethnic Balance	
	Balanced (%)	Unbalanced (%)
White	48.3 (1,433)	48.8 (10,013)
Black	17.6 (523)	7.9 (1,624)
Hispanic	23.9 (709)	34.0 (6,978)
Other	10.2 (302)	9.3 (1,912)
Total	100.0% (2,967)	100.0% (20,527)

Source: Table created from information provided in the 1983-84 ADR.

NOTE: Figures in parentheses are the numbers from which the percentages were computed.

Of a total of 23,494 children attending the Stably Integrated Elementary Schools only 2,967 (12.6 percent) are able to profit from a cultural environment that reflects the city's ethnic diversity. (See Table 2.)

Table 2

NUMBER AND PERCENTAGE OF STUDENTS IN STABLY INTEGRATED ELEMENTARY SCHOOLS BY TRI-ETHNIC BALANCE AND RACE, 1983-84

Race	Tri-Ethnic Balance		
	Balanced (%)	Unbalanced (%)	Total (%)
White	12.5 (1,433)	87.5 (10,013)	100.0 (11,446)
Black	24.3 (523)	75.7 (1,624)	100.0 (2,147)
Hispanic	9.2 (709)	90.8 (6,978)	100.0 (7,687)
Other	13.7 (302)	86.3 (1,912)	100.0 (2,214)
Total All Races	12.6 (2,967)	87.4 (20,527)	100.0 (23,494)

Source: Table created from information provided in the 1983-84 ADR.

NOTE: Figures in parentheses are the numbers from which the percentages were computed.

As can be seen in Tables 1 and 2, Hispanics are more likely to be attending ethnically unbalanced Stably Integrated Elementary Schools. These schools are more likely to be white and Hispanic, reflecting the city's residential living patterns. Black children, although fewer in number, are twice as likely to be in a balanced learning environment, in Stably Integrated schools.

When examining Stably Desegregated and Desegregated Schools with a student population of 26,705, it becomes apparent that the majority of children (62.0 percent) attend schools with no ethnic balance. Of the 67 Stably Desegregated and Desegregated Schools, 58 are unbalanced. The unbalanced schools can be characterized as approximately 57.0 percent white, 30.0 percent black, 7.0 percent Hispanic and the rest other minorities. (See Table 3).

Table 3

NUMBER AND PERCENTAGE OF STUDENTS IN STABLY DESEGREGATED AND DESEGREGATED ELEMENTARY SCHOOLS BY TRI-ETHNIC BALANCE, 1983-84

Race	Tri-Ethnic Balance	
	Balanced (%)	Unbalanced (%)
White	57.5 (5,894)	57.0 (9,445)
Black	20.5 (2,098)	30.0 (4,874)
Hispanic	18.2 (1,865)	7.0 (1,198)
Other	3.8 (391)	6.0 (940)
Total	100.0 (10,248)	100.0 (16,457)

Source: Table created from information provided in the 1983-84 ADR.

NOTE: Figures in parentheses are the numbers from which the percentages were computed.

Blacks and "Other" minorities are those groups with a majority of students in unbalanced schools (70 and 71 percent, respectively) constituting therefore the groups most affected by the lack of exposure to Hispanics. (See Table 4).

Table 4

NUMBER AND PERCENTAGE OF STUDENTS IN STABLY DESEGREGATED AND DESEGREGATED ELEMENTARY SCHOOLS BY TRI-ETHNIC BALANCE AND RACE, 1983-84

Race	Tri-Ethnic Balance		
	Balanced (%)	Unbalanced (%)	Total (%)
White	38.0 (5,894)	62.0 (19,445)	100.0 (15,339)
Black	30.1 (2,098)	69.9 (4,874)	100.0 (6,972)
Hispanic	61.0 (1,865)	39.0 (1,198)	100.0 (3,063)
Other	29.0 (391)	71.0 (940)	100.0 (1,331)
Total All Races	38.0 (10,248)	62.0 (16,457)	100.0 (26,705)

Source: Table created from information provided in the 1983-84 ADR.

NOTE: Figures in parentheses are the numbers from which the percentages were computed.

In the other smaller categories, there is a distinct improvement. For the Integrated Elementary Schools with Potential for Racial Change, two of the six can be considered balanced. In the typical unbalanced school in this category two-thirds of the students (approximately 60 percent) are Hispanic and one-third are white; blacks and other minorities make up only 4.6 percent of the total enrollment. As indicated in Table 5, Hispanics greatly outnumber blacks in unbalanced elementary schools. Three out of four

Hispanics attend schools lacking in tri-ethnic diversity, being predominantly white and Hispanic. Correspondingly, of the 251 black children in these same schools, 185 or 73.7 percent attend the two schools reflecting tri-ethnic diversity. (See Table 5).

Table 5

NUMBER AND PERCENTAGE OF STUDENTS IN INTEGRATED ELEMENTARY SCHOOLS WITH POTENTIAL FOR RACIAL CHANGE BY TRI-ETHNIC BALANCE AND RACE, 1983-84

Race	Tri-Ethnic Balance		
	Balanced (%)	Unbalanced (%)	Total (%)
White	44.0 (568)	56.0 (722)	100.0 (1,290)
Black	73.7 (185)	26.3 (66)	100.0 (251)
Hispanic	28.0 (503)	72.0 (1,291)	100.0 (1,794)
Other	92.1 (303)	7.9 (26)	100.0 (329)
Total All Races	42.5 (1,559)	57.5 (2,105)	100.0 (3,664)

Source: Table created from information provided in the 1983-84 ADR.

NOTE: Figures in parentheses are the numbers from which the percentages were computed.

Mixed Schools reverse the trend. Seventy-seven percent of the total of 6,266 pupils in Mixed Schools with Potential for Racial Change attend schools characterized by tri-ethnic balance. (See Table 6.)

Table 6

NUMBER AND PERCENTAGE OF STUDENTS IN MIXED ELEMENTARY SCHOOLS WITH POTENTIAL FOR RACIAL CHANGE BY TRI-ETHNIC BALANCE AND RACE, 1983-84

Race	Tri-Ethnic Balance		
	Balanced (%)	Unbalanced (%)	Total (%)
White	77.1 (837)	22.9 (249)	100.0 (1,086)
Black	100.0 (571)	0.0 (0)	100.0 (571)
Hispanic	73.8 (3,239)	26.2 (1,150)	100.0 (4,389)
Other	90.0 (198)	10.0 (22)	100.0 (220)
Total All Races	77.3 (4,845)	22.6 (1,421)	100.0 (6,266)

Source: Table created from information provided in the 1983-84 ADR.

NOTE: Figures in parentheses are the numbers from which the percentages were computed.

Finally, Stably Mixed Schools appear to fit more closely the model of a balanced environment. Eleven out of the 13 schools -- with 88.5 percent of the 7,799 students -- can be considered balanced. (See Table 7.)

Table 7

NUMBER AND PERCENTAGE OF STUDENTS IN STABLY MIXED ELEMENTARY SCHOOLS BY TRI-ETHNIC BALANCE AND RACE, 1983-84

Race	Tri-Ethnic Balance		
	Balanced (%)	Unbalanced (%)	Total (%)
White	87.2 (1,717)	12.8 (253)	100.0 (1,970)
Black	96.2 (1,094)	3.8 (43)	100.0 (1,137)
Hispanic	88.6 (3,664)	11.4 (470)	100.0 (4,134)
Other	76.0 (424)	24.0 (134)	100.0 (558)
Total All Races	88.5 (6,899)	11.5 (900)	100.0 (7,799)

Source: Table created from information provided in the 1983-84 ADR.

NOTE: Figures in parentheses are the numbers from which the percentages were computed.

Findings clearly suggest that a majority of children attending the designated public schools do not benefit from the experience of a meaningful tri-ethnic balance. When categories of schools are placed on a continuum according to the extent to which they offer their students the opportunity for tri-ethnic exposure, Stably Mixed Schools rank highest and Stably Integrated Schools are at the lowest level of the scale. Attempts to redress tri-ethnic imbalances should consider the evident differences between categories of schools.

V. MONITORING COMMISSION'S RECOMMENDATIONS

The Commission, upon careful consideration, has identified five areas, the improvement of which would enhance the presentation of future ADRs. In each area the issue -- directly or indirectly -- is provision of additional information.

(1) The Board of Education should avoid the use of undocumented generalizations in the ADR.

The two class-level instances that follow are examples of this problem. The Board of Education cites recent variations in birth rates and in employment and unemployment statistics as possible explanations for current system-wide enrollment stability. No numerical data are presented for either variable for any year prior to or since desegregation. These data should have been presented in the ADR. In addition, the Board cites the "fact" that the Von Steuben, Senn, and Curie schools "have attracted a substantial number of students who previously attended non-public schools." The numbers of such pupils are not provided nor are impact percentages: what percentage of each school's 1983-84 enrollment was, in 1982-83, enrolled in non-public schools? These data should be included in the ADR for examination.

(2) The Board of Education should present additional data on the actual expenditure of desegregation-allocated funds and provide a more extended discussion of levels of expenditures.

Recognizing pending litigation, a policy statement is needed on potential actions to be taken if the $20 million federal grant is not replaced. The implications of reduced Federal dollars are awesome for students in racially identifiable schools.

(3) The Board of Education should clearly delineate the procedures involved in different "Board review" efforts.

At times in the ADR the Board of Education implies use of decision-making procedures that are not described. A reviewer must accept "Board review" as the needed practice. Review procedures should be specified. The style adopted in describing how the Board carries out reviews for within-school segregation is a prototype of what is needed.

(4) The Board of Education needs to address the tri-ethnic balance issue.

The Monitoring Commission acknowledges the fact that residential patterns in many areas hinder efforts to create tri-ethnic balances. Nevertheless, we urge the Board to look at the issue of balance carefully in order to determine if ethnic

distributions more closely approximating the stated goals can be attained. The Monitoring Commission suggests that the Board of Education give greater consideration to tri-ethnic balance when revising school boundaries.

APPENDIX A

List of Schools by Plan Category

Source: Student Desegregation Plan for the Chicago Public Schools, Annual Desegregation Review 1983-84, Part I: Student Assignment

The ADR classified all schools in the Chicago Public School system in three broad categories: (1) Integrated/Desegregated Schools, (2) Magnet-Type Schools and Programs, and (3) Predominantly Minority Schools. The definitions of those categories and their component categories are given below, together with lists of schools so classified.

1. INTEGRATED/DESEGREGATED SCHOOLS

A. Stably Integrated Schools

Definition: The category of integrated/desegregated schools includes stably integrated schools, stably desegregated schools and integrated schools with potential for racial change. The first of these, stably integrated schools, have an enrollment composition of at least 30 percent white and 30 percent minority derived primarily from residential and natural attendance patterns.

Stably Integrated Schools

District 1	Bateman
	Cleveland
	Haugan
	Henry
	Palmer
	Peterson
	Roosevelt
	Solomon
	Volta
	Waters
District 2	Amundsen H.S.
	Armstrong
	Chappell
	Hayt
	McPherson
	Pierce
	Trumbull
District 3	Agassiz
	Audubon
	Bell
	Burley
	Coonley
	Hamilton
	Lane H.S.
	Lincoln
	Mayer
	Ogden

District 4	Barry
	Hanson Park
	Lloyd
	Lovett
	Schurz H.S.
District 5	Jahn
	Linne
District 8	Davis
	Everett
	Kelly H.S.
District 11	Armour
	Greene
	Healy
	Holden
	McClellan
District 12	Nightingale
District 14	Ray
District 15	Marquette
	Morrill
District 18	Sutherland

B. Stably Desegregated Schools

Definition: A stably desegregated school is one in which the enrollment consists of at least 30 percent white and 30 percent minority, when that enrollment has been established primarily by student assignment techniques. This category of schools now includes all schools formerly classified as "to be desegregated."

Stably Desegregated Schools

District 1	Beaubien
	Belding
	Bridge
	Budlong
	Canty
	Dirksen
	Ebinger
	Edgebrook
	Farnsworth

	Garvey
	Hitch
	Murphy
	Norwood Park
	Onahan
	Oriole Park
	Portage Park
	Prussing
	Sauganash
	Smyser
	Taft H.S.
	Wildwood
District 2	Boone
	Clinton
	Jamieson
	Mather H.S.
	Rogers
District 3	Lincoln Park H.S.
District 4	Burbank
	Dever
	Falconer
	Foreman H.S.
	Gray
	Locke
	Lyon
	Prosser Voc. H.S.
	Reinberg
	Scammon
	Schubert
	Steinmetz H.S.
District 5	Reilly
District 7	Key-Clark
District 8	Burroughs
	Shields
District 12	Byrne
	Dore
	Edwards
	Fleming Br.
	Grimes
	Hale
	Kennedy H.S.
	Kinzie
	Pasteur
	Peck
	Sawyer
	Tonti
	Twain

District 13	Graham
District 15	Bogan H.S. Carroll Carroll-Rosenwald Dawes Eberhart Hubbard H.S. Hurley Lee Owen Stevenson
District 18	Cassell Clissold Kellogg Mount Greenwood Wiggin Br.
District 19	Addams
District 20	Clay Grissom Washington H.S. Washington

C. Integrated with Potential for Racial Change

Definition: An integrated school with potential for racial change has a white enrollment of between 30 and 70 percent but has potential for racial change due to changes in the residential areas in which the school is located.

Integrated with Potential for Racial Change

District 1	Hibbard
District 2	Kilmer
District 5	Monroe Prescott
District 8	Hedges
District 12	Gage Park H.S.
District 18	Morgan Park H.S.
District 19	Taylor

2. MAGNET-TYPE SCHOOLS AND PROGRAMS

The types of schools reviewed in this category include special education programs designed to increase the number of students participating in desegregated learning environments. Magnet-type schools and programs include: magnet schools; scholastic academies; metropolitan high schools; and magnet programs within schools.

A. Magnet Schools

Definition: Magnet schools offer a distinctive curriculum based on a special theme and, with a few exceptions, enroll students citywide.

Magnet Schools

District 1	Beard
District 2	Decatur Disney
District 3	Franklin Inter-American LaSalle Newberry Near North Career Magnet H.S.
District 4	Sayre
District 6	Sabin
District 8	Saucedo
District 9	A. Jackson Skinner Young H.S.
District 10	Kanoon
District 11	Pershing Sheridan
District 13	Beasley

District 14	Murray
District 15	Goodlow Randolph
District 17	Ninos Heroes
District 18	Keller Metcalfe Turner-Drew Vanderpoel
District 19	Black Black Br. Gallistel McDade
District 20	Owens Poe

B. Scholastic Academies

Definition: Scholastic academies are magnet-type schools. They are similar to magnet schools in having city-wide attendance areas and similar racial/ethnic composition requirements, but are somewhat different in programmatic focus, offering a traditional back-to-basics intructional program enhanced by the active involvement of parents.

Scholastic Academies

District 1	Thorpe, O.A.
District 2	Stone
District 3	Hawthorne
District 8	Gunsaulus
District 9	Jensen
District 19	Burnside

C. Metropolitan Schools

Definition: Metropolitan high schools are dedicated to the exclusive study of one broad field of knowledge, offering four-year sequence courses of study within that field. The program in this category is being phased in over a four-year period beginning in September 1982 with the incoming ninth grade, except for Senn which became a metropolitan high school in September 1983.

Metropolitan High Schools

District 1	Von Steuben
District 2	Senn
District 9	Marshall
District 11	Jones Metro
District 12	Curie
District 17	Hirsch

3. PREDOMINANTLY MINORITY SCHOOLS

A. Stably Mixed Schools

Definition: A stably mixed school has current enrollment of white students between 15 percent and 30 percent and is projected to remain within that range.

The enrollment in these schools is primarily the result of residential integration. These schools are therefore subject to some inevitable demographic changes which may impact on their enrollment composition.

Stably Mixed Schools

District 1	Von Steuben U.G.C.
District 2	Field Stockton Sullivan H.S.
District 3	Alcott Blaine Lake View H.S. Nettlehorst Ravenswood
District 5	Brentano Goethe Schneider
District 6	Drummond Mitchell Otis
District 14	Kenwood Academy
District 15	McKay

B. Mixed Schools with Potential for Racial Change

Definition: Mixed schools with potential for racial change have a current enrollment of white students between

15 percent and 30 percent but their enrollment is expected to decline below 15 percent as many of these schools are located in areas of residential change.

Mixed Schools with Potential for Racial Change

District 2	Greeley Swift
District 5	Avondale Kelvyn Park H.S. Mozart Nixon
District 6	Chase Columbus
District 13	Hamline
District 19	Marsh

C. Community Academies

Definition: Community academies are an aspect of the Educational Components of the Board's Student Desegregation Plan. They are designed to provide enriched educational opportunities for students in racially identifiable schools pursuant to Section 2.2 of the Consent Decree. The program offered at a community academy is similar to the specialized educational program offerings of magnet schools; however, there are no target enrollment percentages and the school retains its attendance boundary.

Community Academies

District 2	Gale
District 3	Byrd
District 4	Hay Hay Br.
District 6	Diego

District 7	Austin H.S. Marconi
District 8	Jirka
District 10	Crown Lawndale
District 13	Hope
District 14	Kozminski
District 16	Parker C.P. Parker Elem.
District 17	Parkside
District 18	Higgins

D. Racially Identifiable Schools (1983-84)*

Definition: Schools discussed in this section are those whose enrollment was 15-30 percent white at the time of Plan adoption, and whose enrollment is now less than 15 percent white and have been appropriately designated as racially identifiable.

Racially Identifiable Schools

District 2	Arai Middle Goudy Stewart
District 4	Lewis Young, E.F.
District 5	Nobel
District 6	Kosciuszko Talcott
District 11	Richards Voc. H.S.
District 12	Fulton
District 14	Harte

* These schools join the vast number of Chicago Public Schools that are racially identifiable.

APPENDIX B

Text Critique
of the 1983-84 Annual Desegregation Review

In this Appendix the comments follow the title and presentation format of the ADR. Refer to the Appendix headings for the appropriate page numbers in the ADR.

Review of Student Assignment Plan, ADR, II, A, 1, 2, (p. 9, p. 12)

The introductory section of the ADR is excellent. Subsections 1 and 2, although somewhat general, provide the necessary fundamental explanation of the desegregation goals within the context of the Consent Decree. They also provide the rationale for the ADR Part I Report.

Methodology and Data Sources, ADR, II, A,3, (p. 37)

Subsection 3, "Methodology and Data Sources," sets the context for understanding what follows in the remainder of the report. The definitions provided are needed. There are one or two points that the Commission would like to explore, however, with regard to the "data sources" -- the October Racial/Ethnic Survey, the Options for Knowledge Participation Data, and the Student Status File -- listed by the Board in this section of the ADR.

The October Racial/Ethnic Survey is the only official data source. It is as the report states "the single basic referent point . . . system-wide." The data from the October Racial/Ethnic Survey require refinement and a description of this refining process -- not included in the ADR

-- would assist a reader in understanding the need for it. The exclusion of kindergarten and pre-school enrollments is quite consistent with the language of the Consent Decree.

The Options for Knowledge Participation Data are also a required resource for ADR adequacy. That such a data file does not include certain sub-populations of students -- that is, administrative transfers or safety transfers -- is understandable. What is needed, though, is for the Board to explain why each exception needs to exist; it also needs to provide the number of such children at each Options school site. This should include a composite of the racial characteristics of each category of pupils exempted. That these students are non-residents makes the need for explanation even more compelling. By not including these students the Board is giving an accurate picture of the voluntary, non-resident enrollment in each Options school; but it also should provide some idea of the extent to which the school's program capacity is being utilized by the placement of students due to administrative exceptions.

The Student Status File data is required. This data source lags behind reality, but that is to be expected. The Board needs to give the reader an estimate of the degree to which this data source represents current reality. This would be helpful because, in evaluating the racial composition of some schools, the Board indicated it uses this file to provide a more current picture of a school's enrollment

than that provided by the October Racial/Ethnic Survey. The Board cites specific numbers of students based on the Student Status File data. If the status file is used, we need to know whether inaccuracies due to late posting have been eliminated.

Data on Enrollment by grade are critical to enrollment projections and to Board administrative enrollment planning for future years. It is critical when a determination of entering-grade racial composition must be calculated for select schools. This data source is derived from the Student Status File, so there is a lag in the accuracy of this data source as well. This is not unexpected. Again, however, an estimate of the lag on the data would help the reader to determine the validity of school-by-school statements contained in the May, 1984, ADR Part I Report.

In discussing the three data sources, the school-by-school analysis fails to cite the specific source of statistics reported for each school.

The various definitions provided, such as increase, continue, increase black enrollment, and no change, no action or none, replace or amplify terminology originally used in the Plan. These definitions continue to be helpful to understanding other ADR sections and subsections.

The "implementation statement" on page 23 fixes the required administrative aegis for the report as follows:

The Office of Equal Educational Opportunity has the basic responsibility, under the direction of the General Superintendent, for ensuring that the policies and individual school determinations stated in this Annual Review are promptly and effectively implemented. OEEO will disseminate to each principal and district superintendent by June 14, 1984, the specific information and determinations in this Annual Review which relate to his or her school or district. Administrators will be advised that the "Action" stated for each school constitutes an objective established pursuant to the Plan (p. 195). They will be advised of their accountability for the achievement of these objectives in their school or district. In addition, OEEO staff will work with each school to develop an action plan designed to achieve compliance with the provisions of the Plan as reflected in the School-by-School Analysis contained in this Annual Review.

Demographic Background, ADR, II, B, (p. 24)

The "Demographic Section" of this ADR is well done and the data presented support almost all conclusions. However, the Commission has trouble accepting one notion presented. In the "Historical Trends . . ." subsection, the Board attempts to provide a picture of enrollment stability in the Chicago Public Schools. This appears to be true to a degree. Enrollment decline appears to have abated to a large extent, and this trend is adequately portrayed in the ADR.

The "Causal Factors" listed on page 35 of the ADR are plausible; however, more data should have been presented. Birth rates and unemployment statistics are alluded to in the ADR. Numerical trend data would assist the reader in determining the impact of these trends on school enrollments, especially data relating to economics.

If the economic outlook brightens, will there be increased migration from the Chicago Public Schools because

there will be more money for private school tuition? What are the expected effects of an improving housing market? Will birth rates offset the potential losses? Will inmigration offset them and to what degree? Can the Board assert that enrollment in the Chicago Public Schools is "bottoming out" if it does not present the complete supporting data used to reach such assertions?

The "Educational Initiatives" discussion under Causal Factors may be an important point. The effect of this on enrollment, however, is difficult to gauge and the Board is not expected to make such a calculation. Still the Commission believes that the Board can only speculate on this as a factor in achieving enrollment stability.

The data presented on mobility to and from non-public schools are emphasized in the ADR. The data are helpful in understanding the Board of Education's point of view. That these data are not portrayed by racial membership is somewhat disconcerting. There can be no doubt, however, that there is a decline in the net effect of non-public school mobility on the overall enrollment in the Chicago public school system.

The Board may wish to determine which schools are most impacted by entering non-public school transfers and those, conversely, most impacted by withdrawing transfers. Efforts at maintaining or improving the racial composition of

certain school enrollments could be greatly facilitated by such an analysis if it were presented by race and grade.

Review of Schools by Category, ADR, II, C, (p. 37)

The key narrative section of the ADR is the Board's review of desegregation/integration results obtained in each of the four Consent Decree school categories, beginning on page 38 of the ADR. The data presented by the Board represent efforts to comply with the Consent Decree. There are only a very few magnet schools that still remain to be brought into compliance; the Board has plans to accomplish this during the 1984 academic year. All the actions recommended and listed are warranted in the judgment of the Commission. The individual school results are clearly presented.

In preparing future ADR school-by-school analyses the Board should specify what it means when it states that schools "have attracted a substantial number of students who previously attended non-public schools." The numbers should be provided for each school (see page 63 of the ADR).

Review of Student Assignment Techniques, ADR, II, E, 1, (p. 81)

The section "Review of Student Assessment Techniques" (page 81 of the ADR) is well done and gives the reader a very clear sense of recruitment efforts in 1983-84 and additional efforts to be made in 1984-85. However, when the

Board discusses the consequences of those efforts on the Options for Knowledge Program, it refers to a footnote on page 85 as a codicil to their statements about such enrollments. The citation is that enrollment trends may not be totally comparable due to inclusion of former permissive transfers or open enrollment students now currently enrolled in magnet schools. The Board should provide a description by race and ethnicity of the number of those transfers. The Board also should review changes made in such transfer categories.

The Board presents only net figures when discussing growth in participation rates in Option's participation and voluntary programs. There also needs to be: (1) a numerical breakdown of the racial characteristics of the net Voluntary Transfer totals, (2) a breakdown by category of the 502 students who left the Options Program by reason for leaving, and (3) a racial breakdown of the 2,000 former nonpublic school students who entered the Options for Knowledge Program in 1983-84. The tables on pages 87-90 are very valuable and lend a great deal of authenticity to the conclusions reached by the Board.

Controlled Enrollment, ADR, II, E, 2, (p. 96)

The Board clearly states what its efforts have produced in the area of monitoring student transfers. The Commission agrees that those rules have been promulgated to princi-

pals. They are consistently audited by staff. When appropriate students have been reassigned to their former schools. It is noteworthy that the Board has kept a record of why such audit cases arise. Everywhere the Board has implemented a controlled enrollment policy it has had or is in the process of having the desired enrollment effect. It is a necessary action.

Interdistrict Transfers, ADR, II, E,3, (p. 99)

The Board realistically discusses problems inherent in implementing a voluntary interdistrict program. Without State of Illinois impetus, without certain policies guaranteeing funding, and without suburban interest Chicago cannot succeed. The report underscores the Board of Education's perception that assistance by the United States government is required to make this form of voluntary transfer a reality.

Contingency Mandatory Back-Up Measures, ADR, II, E, 4, (p. 101)

The report covers the possibility of implementing Mandatory Back-up Measures (page 101 of the ADR) that may be used "to ensure or maintain compliance with the Plan's provisions." These measures include, among others, boundary changes, controlled enrollment, and school closings. An October, 1984, review date is set and the Board has

committed itself to entertaining the use of some mandatory measures if needed. That is sound planning.

The discussion of schools "at risk" is well placed in the report. However, only the "to be desegregated schools" are included. There are also other categories of schools that are "at risk": magnet schools which do not meet the 15 percent white enrollment threshold, for example. The Commission recognizes that Board policy changed from 50-50 to 65 minority, 35 majority. These schools should also be reviewed in October, 1984.

Review of the Use of School Facilities, ADR, II, F, (p. 107)

The section "Review of Use of School Facilities" (see page 107 of the ADR) is well done and the Commission, though not liking the fact that certain schools -- especially Hispanic majority schools -- are overcrowded, endorses this section of the ADR. The OEEO is also monitoring this problem as it bears on positive desegregation movement.

Prevention of Within-School Segregation, ADR, II, F, 5, (p. 112)

The ADR provides a balanced discussion of "Prevention of Within School Segregation" (see page 112). The Commission has conducted a thorough review of activity in this area. The Board procedures for notification of expectations to school staff, its review process, its enforcement pro-

cedures, and its follow up design are all well founded and validly performed. The Commission agrees with the Board that the process of preventing within-school segregation needs little modification and is pleased by the fact that it will continue in 1984-85.

Analysis of Fiscal Resources, ADR, II, G, (p. 120)

The financial section is somewhat troublesome. The Board lists large sums of money allocated to desegregation activities. The trend is upward and the magnitude of the change is great. The trend from 1982-83 to 1983-84 by program comparison is most impressive. The Commission would like assurance that the funds allocated to desegregation activities are actually expended. Of the $89.2 million allocated for expenditure in 1983-84, how much has been expended by program? Indeed, prior to defining how the monies to be received from non-local funds are to be spent, one should ask how much has in fact been received, and from whom?

Implications for Policy and Planning, ADR, III, A, (p. 123)

The report section, "Implications for Policy and Planning," appears next in the ADR Part I Report (page 123). The Commission agrees that on the face of it the Majority-to-Minority Transfer Policy has not had a negative impact on black students' transfers to desegregated schools.

The problem posed by the Board's goal for tri-ethnic racial balance and its possible impact on denial of black student transfers under the Majority-to-Minority Transfer Policy is real. The Commission agrees it may not be avoidable at some time in the future. The review process proposed is the only reasonable way to address this problem. However, the review process should be objective and should be consistent in application. The Commission wants to be assured this objective, equitable, and consistent process will occur in that way.

Over-Capacity Schools, ADR, III, B, (p. 126)

The use of over-capacity schools is also addressed by the Board in the section on "Policy Implications." The Board has adopted a plan for coping with overcrowding in 34 schools. That this plan hinges on the availability of resources -- which the Commission interprets as financial -- is not unexpected. The four-year plan proposes the construction of modular schools on sites at Darwin, Goethe, Pickard, Whittier, and Gary for the 1985-86 school year, construction of a new school at 3500 W. Potomac Avenue for the 1987-88 school year, and construction of modular schools on sites at Fulton, Libby, Stowe, Cardenas, Whitney, Burns and Pilsen Academy for the 1986-87 school year. The plan is preliminary and would by reassessed in 1986. The projects, costing $14.8 million, would be funded through the Public

Building Commission, the State Capital Development Board, and the Board of Education.

Transportation, ADR, III, C, (p. 128)

Policy issues discussed with regard to student transportation (page 128 of the ADR) are pending. Home pick-up of younger students is a very salient issue which apparently will be studied thoroughly. The Commission looks forward to the "report of findings and recommendations to be submitted to the Board for action and to be filed with the Court by August 1, 1984".

Interdistrict Transfers, ADR, III, D, (p. 130)

In the discussion of "Interdistrict Transfers" (page 130 of the ADR) the Board reveals its lack of success in obtaining either legislative or administrative assistance from State agencies to support implementation of a two-way interdistrict transfer program. Absent State support, it is unlikely that this provision of the Plan can be implemented. Further, as indicated above, the Commission agrees with the Board's perception that assistance by the United States Government is required to make this form of voluntary transfer a reality.

APPENDIX C

Comments on 102 of the Designated Schools
Referred to in the School-By-School Analysis
of the 1983-84 Annual Desegregation Review

This appendix is the Monitoring Commission's critique of the School-by-School Analysis provided by the ADR (see Appendix B of that document). For each school the Commission has rendered a considered judgment as to whether or not it agrees with the Board's evaluation of each school's circumstance and whether or not it agrees with the action intervention proposed for 1984-85. Schools are not listed below if the Commission had no comment or question.

AMUNDSEN HIGH SCHOOL

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board should immediately issue a memorandum as to why "prior termination" of voluntary transfers is a concern at Amundsen and how the new specialty program will correct the situation.

ADDAMS

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board needs to determine and report why black student enrollment at Addams is steadily declining. It was 61 in 1982 and declined to 36 in 1983.

ARAI MIDDLE

Evaluation - Agree
1984-85 Action - Agree
Comment - The 1981-83 enrollment composition at Arai is a well taken clue that the Career Opportunity Program is not meeting enrollment objectives, there are only four out-of-district voluntary transfers in this program which has a total enrollment of 157 students. Consideration should be given to setting a deadline for determining the continuation of this specialty program if all other aspects of the school appear to be equal.

ARMOUR

Evaluation - Agree
1984-85 Action - Agree
Comment -Even though the evaluation states that Armour is capable of maintaining a stable level of integrated enrollment, it appears that the school lacks blacks who attend overcrowded schools just blocks away from this Bridgeport school.

ARMSTRONG

Evaluation - Agree
1984-85 Action - Agree
Comment - Discontinuing the voluntary transfer program at Armstrong is a necessary step at this time. It is somewhat curious that this discontinuation is labeled a "no change at this time" by administration.

AVONDALE

Evaluation - Agree
1984-85 Action - Disagree, there is not sufficient capacity at Avondale to permit stemming the noted trend. More action is needed to free up seats first.
Comment - The effect the boundary adjustment with Reilly School had on the white population of this school should be determined and reported by the Board. The boundary adjustment has relieved the overcrowding problem but has exacerbated the minority percentage of school enrollment. OEEO has stated that they review capacity adjustments as to their effect on desegregation. Avondale is now projected to become racially identifiable.

BEARD CLASSICAL SCHOOL

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board needs a very good recruiting strategy to meet its objective of bringing Beard into compliance with magnet school enrollment requirements. Beard has insufficient minority enrollment.

BEASLEY ACADEMIC CENTER

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has met a desegregation goal at Beasley. The school has met the minimum requirements for magnet schools.

BEAUBIEN

Evaluation - Agree
1984-85 Action - Agree
Comment - Allowing the white, out-of-attendance-area students to stay after the discontinuation of the Achievement Skills Program was in their best educational interests even though it has now caused the Board to more heavily recruit minority students. However, the Board should be able to unequivocally determine whether or not the white-student, voluntary transfers are "believed to be" for Skills Program enrollees. Beaubien is now desegregated, having 37.6 percent minority enrollment. A Consent Decree goal has been met by the Board at this school.

BELDING

Evaluation - Agree
1984-85 Action - Agree
Comment - This is an example of sound leadership integrating a school with a specialty program and voluntary transfers simultaneously. Continuing the Achievement Skills Program is more than warranted. It has attracted over 50 percent of the voluntary transfers at the school.

BELL

Evaluation - Agree
1984-85 Action - Agree
Comment - The gifted program should be a powerful draw for black students.

BLACK MAGNET

Evaluation - Agree
1984-85 Action - Agree
Comment -The Board has successfully established a desegregated magnet according to the enrollment requirements for magnets.

BOGAN HIGH SCHOOL

Evaluation - Agree
1984-85 Action - Agree
Comment - Bogan is desegregated. The Board has met the desegregation goal.

BRENTANO

Evaluation - Agree
1984-85 Action - Agree, but the Board should watch the enrollment trend of whites to Hispanics closely. The Hispanics appear to be displacing whites.
Comment - A specialty program attractive to whites may be needed at this school in 1985-86, the Board should consider this.

BRIDGE

Evaluation - Agree
1984-85 Action - Agree
Comment - Bridge's desegregation status is very dependent on minority student voluntary transfers. There are only 99 blacks and 3 Hispanics attending by voluntary transfer. The Board should determine why there was an 11 black pupil enrollment loss and whether or not recruitment of Hispanics has potential. This may be the key to keeping this school stably desegregated.

BUDLONG

Evaluation - Agree
1984-85 Action - Agree
Comment - Board efforts have been productive and Budlong is now desegregated. A goal has been met.

BURBANK

Evaluation - Agree
1984-85 Action - Agree
Comment - Although Burbank is stably desegregated and has neither negatively nor positively benefited from voluntary transfers, the school is over program capacity by 67 students. 451 students are voluntary transfers to the Gifted Specialty Program. This is more than 50 percent of the school's enrollment. Only curtailing these transfers will solve the capacity problem. That these voluntary transfers are to be permitted at first grade will assist with maintaining this stably desegregated school as such.

BURROUGHS

Evaluation - Agree
1984-85 Action - Agree
Comment - The creative dramatics program appears to be well received. Perhaps the Board should give thought to increasing the number of sites housing this program. The program enrolls five more students than the school as a whole enrolls. Perhaps this could be explained.

BYRNE

Evaluation - Agree
1984-85 Action - Agree
Comment - Byrne may not remain stably integrated without the specialty program involving computers. This program is not a natural drawing card unless it could also be coupled with an emphasis on the basics, nearly all recent instructional research demonstrates this point. Additional minority enrollment is needed or Byrne may rise above the 70 percent white marker contained in the Consent Decree.

CARROLL

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has met a desegregation goal at this school.

CASSELL

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board of Education has met many desegregation and educational objectives in this school. An explanation of the source of the three white-student voluntary transfers is needed. Cassell is already 62.8 percent white.

CHAPPELL

Evaluation - Agree
1984-85 Action - Agree
Comment - Chappell is over design capacity by 70 students and is stably integrated. New black-student recruits may only be accepted on a space available basis and the Board is prudent in noting this as their plan. This will aid the capacity issue and also maintain Chappell as a stably desegregated school.

CHASE

Evaluation - Agree
1984-85 Action - Agree
Comment - Solving the capacity problem is the first priority the Board must face before it can initiate solutions to the pending racial identifiability issue.

CLINTON

Evaluation - Agree
1984-85 Action - Agree
Comment - Achieved desegregation in 1983 by increased enrollment of "Other" minority students.

COLUMBUS

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has a space problem.

DAWES

Evaluation - Agree
1984-85 Action - Agree
Comment - Dawes has achieved a status of being desegregated; it is at least 35 percent minority. The Board has met a goal here.

DEVER

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has met a desegregation goal at this school and Dever is now desegregated; it is at least 35 percent minority.

DISNEY MAGNET

Evaluation - Agree
1984-85 Action - Agree
Comment - Disney is now within racial percentage ranges for magnet schools but it is slightly above capacity by 39 students. The Board should monitor the enrollment.

EBERHART

Evaluation - Agree
1984-85 Action - Agree
Comment - Eberhart is a desegregated school now. The Board has met a Consent Decree goal at this school.

EDWARDS

Evaluation - Agree
1984-85 Action - Agree
Comment - Edwards is a stably desegregated school. The number of white-student, voluntary transfers attending Edwards, 25 in total, render the school majority white. Future recruiting efforts should maximize minority enrollment. The Board has wisely noted this.

FALCONER

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has met its goal. This school is now desegregated.

FOREMAN HIGH SCHOOL

Evaluation - Agree
1984-85 Action - Agree
Comment - The science program will attract and retain voluntary transfers. The enrollment actions being taken by the Board to begin to limit minority enrollment are required to keep Foreman stably desegregated. White enrollment is down 129 students since 1982 and minority enrollment is up by 283 students since 1981.

FRANKLIN CREATIVE AND PERFORMING ARTS CENTER

Evaluation - Agree
1984-85 Action - Agree
Comment -Franklin has made steady positive progress in achieving magnet enrollment requirements.

FULTON

Evaluation - Agree
1984-85 Action - Disagree
Comment - No data is provided on the pattern of voluntary transfers at this school.

GAGE PARK HIGH SCHOOL

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board is acting justly and prudently by continuing a controlled enrollment policy at Gage Park. This school is currently only 39.5 percent white and white enrollment is declining.

GOETHE

Evaluation - Agree
1984-85 Action - Agree
Comment - Goethe is over program and design capacity. The Board is addressing this capacity problem.

GOUDY

Evaluation - Agree
1984-85 Action - Agree
Comment - Goudy is now racially identifiable. The Board should intensify efforts to increase the voluntary transfer of white students.

GREELEY

Evaluation - Agree
1984-85 Action - Agree
Comment - Full implementation of the Science Specialty may be the necessary stabilizer for white enrollment and may keep Greeley from becoming racially identifiable.

GRIMES

Evaluation - Agree
1984-85 Action - Agree
Comment - Grimes has achieved a desegregated status. The Board has met a goal in this school.

GRISSOM

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board is acting with foresight by reinstating the voluntary transfer policy at Grissom. It has lost 63 white students since 1982. A specialty program may be needed to stabilize the white population.

HALE

Evaluation - Agree
1984-85 Action - Agree
Comment - Hale has achieved desegregated status; it is 36.8 percent minority with capacity for more minority transfers. The Board has met a goal in this school.

HAMLINE

Evaluation - Agree
1984-85 Action - Disagree
Comment - Rather than recommend no change, some Board action is needed or this school could well become racially identifiable. It is now only 18.8 percent white. In addition, Hamline is already over design enrollment capacity by 177 students. The Board must do more than propose no change in action for Hamline.

HANSON PARK

Evaluation - Agree
1984-85 Action - Agree
Comment - Hanson remains stably integrated but overcrowded.

HARTE

Evaluation - Agree
1984-85 Action - Agree
Comment - Harte is now racially identifiable with only a 10.9 percent white student enrollment.

HEDGES

Evaluation - Agree, with the addition that Hedges' enrollment is well beyond design capacity by 129 students. This is a possible barrier to successful white student recruitment for the Drama Specialty Program.
1984-85 Action - Agree
Comment - None

HIBBARD

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board's action of continuing a controlled enrollment policy is well taken. Hibbard needs to remain a controlled enrollment school if its current student mix is to be retained. In 1983, 175 students were excluded from Hibbard under the controlled enrollment policy. Regrettably it must continue.

HITCH

Evaluation - Agree
1984-85 Action - Agree
Comment - Hitch has become a desegregated school. The Board has met a Consent Decree goal at Hitch.

HUBBARD HIGH SCHOOL

Evaluation - Agree
1984-85 Action - Agree, however the Board should explain the white enrollment decline.
Comment - Hubbard is now desegregated.

ANDREW JACKSON LANGUAGE ACADEMY

Evaluation - Agree
1984-85 Action - Agree
Comment - Jackson's enrollment is over program capacity. This issue is not addressed.

KANOON MAGNET

Evaluation - Agree
1984-85 Action - Agree
Comment - Kanoon enrollment is beyond design capacity by 45 students. The magnet program may not attract as well in the future if it is overcrowded.

KELLOGG

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board is acting as it should by intensifying minority recruitment and discontinuing enrollment of white out-of-attendance students. This school is already 57.4 percent white and has 51 white out-of-area transfers in the school. Kellogg remains stably desegregated.

KELVIN PARK HIGH SCHOOL

Evaluation - Agree, although quick attention should be given to the fact that Kelvin is over capacity by nearly 500 students.
1984-85 Action - Agree
Comment - Capacity is a concern. Is there space for more white transfers? The Board does not clarify the capacity issue.

KENWOOD ACADEMY

Evaluation - Agree
1984-85 Action - Agree
Comment - Kenwood remains stably mixed but is over capacity by 112 students.

KILMER

Evaluation - Agree
1984-85 Action - Agree
Comment - The expansion of the Specialty Program into the Paideia Program should help increase enrollment at Kilmer in the needed direction of increasing the number of white students. The school is only 36.1 percent white and in danger of falling below the 35 percent threshold. Kilmer is now integrated with potential for racial change.

KINZIE

Evaluation - Agree
1984-85 Action - Agree
Comment - Kinzie is now desegregated.

KOSCIUSZKO

Evaluation - Agree
1984-85 Action - Agree
Comment - Kosciuszko has become racially identifiable and is severely overcrowded. The Board is addressing this problem.

LAKEVIEW HIGH SCHOOL

Evaluation - Agree
1984-85 Action - Agree
Comment - Lakeview is now stably mixed in racial composition.

LeMOYNE BRANCH (INTER-AMERICAN MAGNET)

Evaluation - Agree
1984-85 Action - Agree
Comment - The board has achieved a Consent Decree goal at this program site and its enrollment remains within the range set for magnet schools.

LEWIS

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board is proposing appropriate action. Lewis is now racially identifiable.

LINCOLN PARK HIGH SCHOOL

Evaluation - Agree
1984-85 Action - Agree
Comment - Lincoln Park is now desegregated.

LLOYD

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has proposed the necessary action to maintain Lloyd's integration status. Implementing a controlled enrollment policy at Lloyd will help to maintain its stably integrated status.

LOVETT

Evaluation - Agree
1984-85 Action - Agree
Comment - Lovett remains stably integrated. The Board corretly is discontinuing recruitment efforts for this school.

LYON

Evaluation - Agree
1984-85 Action - Agree
Comment - Lyon remains stably desegregated and has space for more voluntary transfers.

MARSH

Evaluation - Agree
1984-85 Action - Disagree, the Board should propose some direct action to restore Marsh to its 1982 integration status.
Comment - Efforts should be made to recruit voluntary, white-student transfers to Marsh and/or a specialty program should be initiated to assist in this effort. The Board must act proactively at Marsh. It is currently only 15.9 percent white, down 5.8 percentage points from 1982, and in real danger of becoming racially identifiable.

MAYER

Evaluation - Agree
1984-85 Action - Agree
Comment - Mayer remains stably integrated. The Board has proposed the proper course reaction by discontinuing voluntary transfers.

McDADE CLASSICAL SCHOOL

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has proposed a very proper course of action for a magnet school with only 178 students that is 86 percent black. Waiting until October 31, 1984 to make a final decision is appropriate. However, if white students believe the program may be terminated the year after they enroll, they may not enroll.

McKAY

Evaluation - Agree
1984-85 Action - Agree
Comment - McKay is now stably mixed. It was projected to become racially identifiable.

McPHERSON

Evaluation - Agree
1984-85 Action - Agree
Comment - This school is now stably integrated. However, it is over design capacity.

MORGAN PARK HIGH SCHOOL

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board correctly is continuing the controlled enrollment policy.

MOZART

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board is acting in accord with the issues it has noted by initiating a controlled enrollment policy at Mozart.

MURRAY LANGUAGE ACADEMY

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has again proposed a method, if successful, which will build on past successful efforts. Controlling the racial mix of each incoming class will greatly assist in keeping Murray within the required magnet school racial percentage. Murray now is 21.7 percent white.

NEAR NORTH CAREER MAGNET HIGH SCHOOL

Evaluation - Agree, a decline in minority enrollment, 40 students since 1982, is assisting with solving the racial mix issue. Near North is only 5.4 percent white among 1026 students.

1984-85 Action - Agree, the Board may wish to query current white students to determine what sold them on NEAR NORTH then apply those findings to potential recruits.

Comment - The Board is acting appropriately in intensifying the recruitment of white students.

NEWBERRY MATHEMATICS AND SCIENCE CENTER

Evaluation - Agree

1984-85 Action - Agree

Comment - Efforts at Newberry have been most productive and the enrollment of the school is now within the required range for magnet schools.

NINOS HEROES MAGNET

Evaluation - Agree

1984-85 Action - Agree, if administration is attempting to determine why white-student enrollment is declining from 145 in 1982 to 124 in 1983.

Comment - Increasing white enrollment by 32 students from 1981 to 1982 and then not maintaining that increase from 1982 to 1983 is a concern that the Board has noted and has proposed to correct by setting a target of 15-35 percent white for Ninos' next entering class. This should be done.

NIXON

Evaluation - Agree

1984-85 Action - Agree

Comment - The Board is acting based on changes in residential enrollment pattern by initiating controlled enrollment. The crowed nature of Nixon must also be considered. It is presently 205 students over design capacity.

NOBEL

Evaluation - Agree
1984-85 Action - Agree
Comment - Controlled enrollment is appropriate. Nobel is now racially identifiable with only a 9.8 percent white enrollment.

NORWOOD PARK

Evaluation - Agree
1984-85 Action - Agree
Comment - The action to discontinue minority transfers except for grade one is consistent with the need for same. Norwood's white enrollment has declined 8.2 percent since 1982. The school nevertheless remains stably desegregated.

ORIOLE PARK

Evaluation - Agree
1984-85 Action - Agree
Comment - Board efforts have been successful. By maintaining minority voluntary transfers at Oriole the Board can cement the recent attainment of a desegregated enrollment mix at this school.

OWEN

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board correctly is discontinuing voluntary transfers of minority students except at first grade. Owen is 57.1 percent black, up 7.4 percentage points since 1982. Owen remains stably desegregated.

PASTEUR

Evaluation - Agree
1984-85 Action - Agree
Comment - Once again, the Board has achieved a desegregation goal at Pasteur school. This is evidenced by the large number of voluntary black-student enrollees at Pasteur, 117 students, with no resulting loss of white-student enrollees. Pasteur is now desegregated. It has a minority enrollment of 39.1 percent.

PECK

Evaluation - Agree
1984-85 Action - Agree
Comment - A total of 156 blacks attend Peck; 50 are attending by voluntary transfer. Peck is now classified as desegregated.

PETERSON

Evaluation - Agree
1984-85 Action - Agree
Comment - Peterson has an enrollment of 40.9 percent minority, mostly "other." Administration is appropriately intensifying recruitment efforts to increase black enrollment.

PIERCE

Evaluation - Agree
1984-85 Action - Agree
Comment - Pierce is now stably integraged.

PROSSER VOCATIONAL HIGH SCHOOL

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board follows a needed course of action by continuing the use of a controlled enrollment policy at Prosser.

RICHARDS

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board notes the problem that the school has become racially identifiable; it is only 7.5 percent white. However, the Board does not propose anything to address this problem.

SAYRE LANGUAGE ACADEMY

Evaluation - Agree
1984-85 Action - Agree
Comment - Sayre is outside the racial range established for magnet schools. The Board has proposed a plan for controlling the racial composition for the next entering class. This will help greatly in bringing Sayre into the required range.

SHIELDS

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has achieved a desegregation goal as Shields is now a desegregated school.

SOLOMON

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board is responding in a fashion wholly consistent with the enrollment data presented. There are sufficient minority student transfers in Solomon now given the level of white-student enrollment (45.8 percent white, down 7.3 percent from 1982). The recruitment of voluntary transfers among minority students should cease for this stably integrated school.

STEVENSON

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has successfully met a desegregation goal in this school. The number of black-student voluntary transfers is high (216 students) -- a good signal at this school. Maintenance of current levels of white enrollment has also occurred but the loss of 135 such students since 1981 requires that the Board begin paying attention to this facet of Stevenson's newly desegregated enrollment.

STEWART

Evaluation - Agree
1984-85 Action - Disagree
Comment - The Board should intensify its efforts to recruit white students to Stewart. Stewart is now less than 15 percent white.

STOCKTON

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has attained a desegregation goal at this school. It is now a school with a stably mixed tri-ethnic enrollment.

SULLIVAN HIGH SCHOOL

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board is correct. There are too many black-student voluntary transfers at Sullivan (132 such students). A hold on further minority-student voluntary transfers is needed given the trend in white-student enrollment, declining by 195 students since 1981.

SWIFT

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board needs to intensify its efforts to recuit whites to Swift.

TAFT HIGH SCHOOL

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has achieved a desegregation goal at Taft.

TALCOTT

Evaluation - Agree
1984-85 Action - Disagree
Comment - The Board should encourage voluntary transfer of white students to Talcott.

TONTI

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has met a desegregation goal at Tonti school; it is desegregated.

TRUMBULL

Evaluation - Agree
1984-85 Action - Agree
Comment - Trumbull is stably integrated. The administration notes an instability in Trumbull's white population, down 37 students in one year and indicates that it will monitor this situation.

TWAIN

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has achieved a desegregation goal at Twain; it is now a desegregated school.

VOLTA

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has achieved a desegregation goal; this school is now stably integrated.

VON STEUBEN UPPER GRADE

Evaluation - Agree
1984-85 Action - Agree
Comment - Administrative effort should be made to determine where the forty white students who left Von Steuben from 1982 to 1983 are now residing.

WASHINGTON

Evaluation - Agree
1984-85 Action - Agree
Comment - The Board has attained a desegregation goal at Washington School; it is now stably desegregated.

WHITNEY YOUNG ACADEMIC MAGNET SCHOOL

Evaluation - Agree
1984-85 Action - Agree
Comment - This school is over program capacity by 73 students. The Board should try to relieve this situation by reducing new transfers into Whitney Young in 1984-85.